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**From:** Jo-Anne Hart

Professor, Lesley University, Graduate School of Education, Cambridge, MA  
Adjunct Professor, Watson Institute for International Studies, Brown University  
Email: [Hart@Lesley.edu](mailto:Hart@Lesley.edu); [Hart@Brown.edu](mailto:Hart@Brown.edu)  
Phone: (617) 686-7616

**To:** Dr. Thomas Adams

Executive Director, Instructional Quality Commission Curriculum Frameworks  
and Instructional Resources Division  
California Department of Education 1430 N Street, Suite 3207 Sacramento, CA  
95814  
Email: [TAdams@cde.ca.gov](mailto:TAdams@cde.ca.gov)

### **Why adding these comments to the narrative portions of the Frameworks?**

In the 20<sup>th</sup> century and continuing in the early 21<sup>st</sup> century, political dynamics in Iran have been deeply interconnected with American foreign policy and indeed, have influenced global political and economic relations. In the grades 9-12 History and Social Science Frameworks, the developmental intention is for students to “grasp the workings of political and social systems...and to engage in higher levels of policy analysis and decision making.” Relations with Iran present several important opportunities to engage in this type of thinking and decision-making analysis. In the second half of the 20<sup>th</sup> century international politics was dominated by Cold War rivalry between the US and the Soviet Union where Iran was a significant battleground. Students can study here the early emergence of national sovereignty movements – Iran was the first country in the region to nationalize its natural resource, oil – as a key development in nationalism following WW2. The case is also instructive for students to see the significance of the change in US presidential administrations - from Truman who did not view the Iranian

nationalists as a threat, to the incoming Eisenhower team of advisors, the Dulles brothers in particular, who very much saw the world through the prism of the Cold War. The US decision in 1953 to lead a coup against liberal democrats in Iran had far-ranging consequences for the wellbeing and perceptions of the Iranian population, for US policy in the Middle East, and eventually on the revolution and hostage taking in the late 1970s. Dynamics with Iran provide students with a through line for analysis spanning time and policies.

Beyond the impact of the Cold War, politics and economics in the Persian Gulf region, including the key role of Iran, have, and continue to greatly affect international politics, trade, and approaches to security. There are several areas in the curriculum where the inclusion of oil, for example, will both enhance the set of analytic choices while also expand the student's grasp of the interconnectedness of resource needs tied to policy choices.

Likewise, Iran is a key example in the 20<sup>th</sup> century of the struggle for political expression and representation which culminated in the overthrow of the Shah and continues in this century with an ardent opposition movement attempting to reform the Islamic Republic. Iran had a major political contest movement two years before what became known as the Arab Spring. Furthermore, US-Iran hostilities have lasted since the Islamic revolution and provide a robust set of decision-making challenges for students to examine and to use in simulations and other decision-making exercises. The US decision to aid Iraq in its war with Iran; reactions to Iraq's use of chemical weapons against Iran; Iran's support for violent extremists; Iran's opposition to the US occupation of Iraq; US-led punitive international economic sanctions on Iran; and Iran's suspected

development towards a nuclear weapon are each complex, multi-layered examples which allow students to engage in higher level policy analysis.

## **Specific proposed comments, by section of the Frameworks**

### **9<sup>th</sup> grade Elective Courses in History–Social Science**

#### **in World and Regional Geography**

Line 190 p. 270

and global levels. Important regions include North America, Middle and South America, Europe, Russia and Central Asia, East Asia, South and Southeast Asia, **the Persian Gulf<sup>1</sup>**, North Africa, sub-Saharan Africa, and Oceania. This course also emphasizes the organization of the world economy and examines issues such as industrial restructuring, technological innovation, foreign trade and investment on a global level, regional inequality, crises in developing nations, and regional and global

#### **in Physical Geography p.273**

Line 275

resources such as water, **oil**, the patterns and processes of climate and weather, and ways in which humanity has modified the natural environment.

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<sup>1</sup> Given the energy endowments of the region and the global dependence on energy transport through the Persian Gulf, the area should be included for understanding the geography of the world economy. Similarly for the next comment in Physical Geography to include oil. In this case, the production and distribution of oil internationally, i.e.in the Persian Gulf, as well as in the US, i.e. the Exxon and BP oil spills, as well as current issues of energy fracking and infrastructure.

in **Survey of World Religions**

Line 316 p. 275

Islam – influence of Judaism and Christianity, strict monotheism (there is no God but Allah, and Muhammad is his prophet), view of Muhammad as the final prophet to whom the Christian God revealed his will; Five Pillars of Islam, the Koran, the Hadith, and Shari’ah Law, and the distinction between Sunni and Shi’a Islam.<sup>2</sup>

**Grade Ten—World History, Culture, and Geography: The Modern World**

in **Causes and Consequences of World War II**

Line 1041

With America’s entry to the war, the Allies organized a counteroffensive that mobilized massive civilian resources to combat the Axis powers. The Allies retaliated with land and aerial campaigns that weakened the overstretched Axis. Overland re-supply routes, like in Iran, were critically important to the war effort while greatly impacting the local populations<sup>3</sup>. Students may explore the tensions that existed

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<sup>2</sup> While the Framework (line 328) includes the direction that “students will also discuss and develop an understanding of the diversity of beliefs and practices presently associated with contemporary expressions of these religions,” the distinction between Sunni and Shia Islam is far more significant than merely a difference in observances of the religion. The current conflicts in the Middle East often pit Shi’as against Sunnis, internally and externally. Students will benefit from understanding the nature of this sectarian split and exploring various current manifestations of this divide.

<sup>3</sup> The significant presence of allied troops occupying Iran presents an opportunity for students to see the larger meaning of a “world war” and to think about the implications for countries, and their civilian populations, even not directly fighting.

between the Allied powers and how these served as a prelude to the divisions between the West and the Soviet Union in the postwar period.

### in **International Developments in the Post-World War II World**

(Line 1080 p. 310.)

One of the most significant effects of World War II was the emergence of the Cold War, which ultimately affected much of the world, including the developing world in Asia, the Middle East,<sup>4</sup> Africa, and Latin America. Students explore the differences

Line 1128: p. 311,

students learn that throughout the Cold War, the U.S. and the Soviet Union intervened politically, militarily, and economically in dozens of nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an effort to protect their strategic interests.”

Line 1143; p. 312:

Cold War conflicts complicated nationalist movements and desires for independence among European colonies. As industrialized nations grew more dependent on foreign oil, the Middle East became a central battleground of the Cold War. But Middle Eastern nations had their own concerns, for example, nationalism in Iran which soon after the end of its occupation during WW2 nationalized its oil industry provoking an international

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<sup>4</sup> There is no dispute that the Middle East was an important arena of Cold War competition, from the Baghdad Pact, to the Coup in Iran, to the proxy wars in the Arab-Israel conflict, to Sadat expelling the Soviets, etc. there are numerous meaningful cases for students to see that the bipolar competition for power did not result in a direct war between the US and the Soviet Union but instead played itself out in regions like the Middle East.

backlash ultimately ending in a CIA-led coup d'état in 1953.<sup>5</sup> Some Middle Eastern states tried to play one superpower against the other.

in **Nation-Building in the Contemporary World** (Line 1161 p. 312)

Line 1199; p. 314: Differences within Islam between Sunni and Shia groups over the question of modern political-cultural practice persist. The emergence of Iraq as the first Arab Shia-controlled nation has complicated regional relations. Iran has been a Shia-controlled country for centuries and since the Islamic Revolution in the late 1970s has been ostracized by the international community and most regional states. The fragile political affairs of the area are further aggravated by its strategic importance as a supplier of oil to the industrialized world, the unresolved problems of the displaced Palestinian refugees, the recurrent use of terrorism, and territorial disputes. The 2009 political upheaval of mass electoral protests in Iran two years ahead of widespread unrest and political change often called the Arab Spring beginning in early 2011 are important examples for students to examine the process of on-going contemporary political change. Careful study of political and resource maps help students understand the relative location and the geopolitical, cultural, military, and economic significance of

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<sup>5</sup> Iran was a particularly early and important example of third-world, or developing countries, asserting their national sovereignty and it is a useful case for students to see the expression of nationalism come into conflict with imperialist attitudes in the British reaction to Iran's nationalization of its oil industry, the organization of a world boycott of Iran's oil, and ultimately the collision of Iranian nationalism with American Cold War competition against the Soviet Union. It is also worth noting that the CIA was only recently formed and the eventual "success" of the coup against Iran's elected leader became a feather in the cap of the CIA which then enabled it to conduct similar covert operations elsewhere. Following the overthrow in Iran, the US materially supported the Shah taking firm control of the country and became his benefactor for 25 years of harsh authoritarian rule.

such key states as Saudi Arabia, Turkey, Syria, Lebanon, Jordan, Israel, Kuwait, Iraq, and Iran.

in **Economic Integration and Contemporary Revolutions in Information, Technology, and Communications**)

Line 1266 p. 318

Regional trading blocs also developed, most notably in Europe and later in North America. Producer blocs which transcended a region, like the Organization for Petroleum Exporting Countries (OPEC), also became significant. Key to economic globalization was the development of communications

## **Grade Eleven— United States History and Geography: Continuity and Change in Modern United States History**

in **United States Foreign Policy Since World War II** (line 1791)

Line 1801 p. 342

Students study the postwar foreign policy of the United States, with an emphasis on relations between the United States and the Soviet Union. As part of their study of the policy of containment, students examine the Soviet expansion into Eastern Europe, the Truman Doctrine, the Marshall Plan, the creation of the North Atlantic Treaty Organization military alliance, and the competition for allies within the developing world<sup>6</sup>. In addition, students revisit early Cold War events such as the Berlin blockade and airlift and the formation of the Warsaw Pact.

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<sup>6</sup> It is worthwhile to expand the areas under consideration for analysis of US containment policy as well as the Cold War more broadly.

Line 1832 p.343

The study of the foreign policy consequences of the Cold War can be extended to an examination of the major events of the administrations of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. Students examine the United Nations' intervention in Korea, Eisenhower's conclusion of that conflict, and the CIA-assisted coup in Iran as part of early Cold War history. Eisenhower administration's defense policies were based on nuclear deterrence and massive retaliation. Foreign policy during the Kennedy and Johnson administrations represents a continuation of Cold War strategy, in particular the "domino theory" that warned of the danger of communism rapidly spreading through Southeast Asia.

in **Contemporary American Society**

Line 2021 p. 351

these policies have affected American society. In addition, students analyze the impact and experience of refugees who fled Southeast Asia after the Vietnam War or Iranians after the Islamic Revolution . How does the life of a new immigrant to the United States today compare

## **Grade 12**

in **Comparative Governments and the Challenges of Democracy**

Line 2643 p. 379



Attention also can be given to the movements toward democratic government in countries such as Spain, Poland, Argentina, Chile, Iran<sup>7</sup>, the Philippines, South Korea, Guatemala, El Salvador, and South Africa. However, as each case

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<sup>7</sup> Including Iran here will give students the opportunity to think about both the revolt against the Shah as well as more contemporary domestic opposition to the Islamic leadership. This offers an excellent vehicle to compare and contrast impulses for democratic voices in political life.